



# **Participation v1.5**

Spring 2007

## **English Language Arts and Mathematics**

**Elementary School**

**Grades 3-5**

**Official Released Items**

**MICHIGAN STATE BOARD OF EDUCATION****STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

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*The Grades 3-5 Participation v1.5 English Language Arts and Mathematics Assessment* was administered for the first time in Spring 2007. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Spring 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Spring 2007 *Grades 3-5 Participation v1.5 English Language Arts and Mathematics Assessment*. *Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.*

English Language Arts Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Accessing Information			<b>5</b> (varies by strand)
Word Study	3	1	
Comprehension	3	1	
Expressing Ideas	4	1	
<b>English Language Arts Item Subtotal</b>	<b>10</b>	<b>3</b>	
<b>English Language Arts Possible Points Subtotal*</b>	<b>60</b>		
Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Numbers and Operations	3	1	<b>5</b> (varies by strand)
Measurement	2	1	
Geometry	4	1	
Data and Probability	1	0	
<b>Mathematics Item Subtotal</b>	<b>10</b>	<b>3</b>	
<b>Mathematics Possible Points Subtotal*</b>	<b>60</b>		
<b>Total ELA and Mathematics Items</b>	<b>20</b>	<b>6</b>	<b>10</b>
<b>Total Possible Points</b>	<b>120</b>		

\*3 points/item Primary Assessment Administrator + 3 points/item Shadow Assessment Administrator = 6 points possible/item

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## General Directions

- Prior to administration, review the assessment items. They are designed to (1) reflect classroom activities with which students should be familiar, and (2) provide a performance context in which specific Michigan ELA and mathematics EGLCEs and EBs can be assessed.
- Review the item components. They include the actual activity that will be observed, the scoring focus, and the scoring rubric for the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA).
- While some items will occur naturally in the classroom, others may require more detailed planning in order to observe the specific scoring focus. Prepare to adjust the instructional environment as needed.
- Plan for appropriate materials and any individualized communication or technology devices the student may need, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration).
- To accurately and reliably apply the scoring rubric and yield valid pilot data, carefully review the "Scoring Rubric Flow Chart" included in the *Spring 2007 Participation and Supported Independence v1.5 Coordinator and Assessment Administrator Manual*. It explains when to give a student a score point or a condition code.
- If possible, plan observation times when the item/activity may typically occur.
- Persons involved in the assessment should follow universal health precautions when needed.
- Determine which **two** people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) must act as the PAA. SAAs can also be certified staff or school personnel (such as paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.
- The Shadow Assessment Administrator will need to tear or cut out the *MI-Access Shadow Assessment Administrator Scoring Documents* (one for English Language Arts items and one for Mathematics items), which are located at the end of the student's assessment booklet. This is where the SAA will record the score point or condition code for each item observed. Using a separate scoring document allows the SAA to independently score the student. Once all of the items have been administered, the score points or condition codes recorded by the SAA must be transferred to the correct numbered item in the booklet and to the student's machine scannable *Student Observation Sheet* (SOS).
- The Primary Assessment Administrator will record the score point or condition code for each item directly in the student's assessment booklet. Once all of the items have been administered, the score points or condition codes recorded by the PAA must be transferred to the student's machine scannable *Student Observation Sheet* (SOS).

## Section 1

# English Language Arts

**STUDENT DIRECTIONS:** Do and say whatever is typically done or said to allow the student to participate in each item, UNLESS otherwise directed in the activity.

**Item R1**

**ACTIVITY:** The student will correctly select 1 picture (that is paired with words) associated with a current instructional topic, such as weather, holidays, or animal life, being presented to the class. The choice will be made from a set of 2 related pictures (paired with words) from the topic/theme and 2 unrelated pictures (paired with words) during an instructional lesson.

**SCORING FOCUS:** Using visual cues to recognize words

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**SCORING RUBRIC** *(Must have two people observing.)*

**Primary Assessment Administrator**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

**Shadow Assessment Administrator**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

## Item R2

**ACTIVITY:** The student will correctly follow 2-step verbal or pictorial directions, such as gathering/putting away supplies or assisting with a task, during a familiar personal hygiene/grooming routine.

**SCORING FOCUS:** Following 2-step directions

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**SCORING RUBRIC** *(Must have two people observing.)*

### Primary Assessment Administrator

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## Item R3

**ACTIVITY:** The student will respond appropriately to a greeting from an unfamiliar person, such as a teacher, support staff, or related service provider, during a leisure time activity.

**SCORING FOCUS:** Responding and/or communicating with a variety of audiences

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**SCORING RUBRIC** *(Must have two people observing.)*

### Primary Assessment Administrator

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- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
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- 2** Responds correctly after teacher provides verbal/physical cues
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- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

# Section 2

# Mathematics

**STUDENT DIRECTIONS:** Do and say whatever is typically done or said to allow the student to participate in each item, UNLESS otherwise directed in the activity.



**Item R1**

**ACTIVITY:** After completing a familiar sorting activity involving 2 types of objects of similar size, the student will correctly indicate which group has **more** items. One group should have 5 times as many items as the other following the sorting. For example, after sorting nuts and bolts, the student could be asked, "Which group has **more**?"

**SCORING FOCUS:** Determining which set of objects has **more**

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**SCORING RUBRIC** *(Must have two people observing.)*

**Primary Assessment Administrator**

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- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

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- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
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- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

**Item R2**

**ACTIVITY:** The student will correctly indicate or demonstrate how to find 1 targeted area within the school building while moving as part of a group to a familiar instructional activity (e.g., library or music). For example, the student could be placed near the door of the classroom and directed, “Take me to the library” and he/she moves to the library or provides directions at each turn through his/her individual response or mobility mode.

**SCORING FOCUS:** Finding a targeted area

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**SCORING RUBRIC** *(Must have two people observing.)*

**Primary Assessment Administrator**

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- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

**Shadow Assessment Administrator**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

## Item R3

**ACTIVITY:** The student will correctly indicate which item is **cold** when presented with 1 hot and 1 cold item while engaged in a familiar eating routine, such as lunch or snack time. For example, the student could be presented with a cup of ice water and a cup of hot soup and then be asked, "Which one is **cold**?"

**SCORING FOCUS:** Differentiating between **hot** and **cold**

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**SCORING RUBRIC** *(Must have two people observing.)*

### Primary Assessment Administrator

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

### Shadow Assessment Administrator

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- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

The Shadow Assessment Administrator will need to tear or cut out the *MI-Access Shadow Assessment Administrator Scoring Documents* (one for English Language Arts items and one for Mathematics items), which are located on the following pages. This is where the SAA will record the score point or condition code for each item observed. Using a separate scoring document allows the SAA to independently score the student. Once all of the items have been administered, the score points or condition codes recorded by the SAA must be transferred to the correct numbered item in the booklet and to the student's machine scannable *Student Observation Sheet* (SOS).

Student Name: \_\_\_\_\_

**MI-Access Shadow Assessment Administrator Scoring Document**

**Directions:** *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student's assessment booklet and Student Observation Sheet (SOS). Please be careful that your scores from this sheet are transferred to the correct numbered item in the booklet and on the SOS.

**English Language Arts**

**Item R1**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

**Item R2**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

**Item R3**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions





Student Name: \_\_\_\_\_

**MI-Access Shadow Assessment Administrator Scoring Document**

**Directions:** *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student's assessment booklet and Student Observation Sheet (SOS). Please be careful that your scores from this sheet are transferred to the correct numbered item in the booklet and on the SOS.

**Mathematics****Item R1**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

**Item R2**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions

**Item R3**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Teacher provides hand-over-hand assistance and/or step-by-step directions







Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code and a brief description of what is measured.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)**.

<b>English Language Arts</b>		
<b>Released Item Number</b>	<b>EGLCE Code</b>	<b>ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus</b>
		<b>Word Study</b>
R1	R.WS.e.P.EG01	Using visual cues to recognize words
		<b>Comprehension</b>
R2	L.CN.e.P.EG01	Following 2-step directions
		<b>Expressing Ideas</b>
R3	S.CN.e.P.EG02	Responding and/or communicating with a variety of audiences
<b>Mathematics</b>		
<b>Released Item Number</b>	<b>EGLCE Code</b>	<b>STRAND or Abbreviated Descriptor/Scoring Focus</b>
		<b>Numbers and Operations</b>
R1	N.ME.e.P.EG03	Determining which set of objects has <b>more</b>
		<b>Geometry</b>
R2	G.LO.e.P.EG01	Finding a targeted area
		<b>Measurement</b>
R3	M.UN.e.P.EG01	Differentiating between <b>hot</b> and <b>cold</b>



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